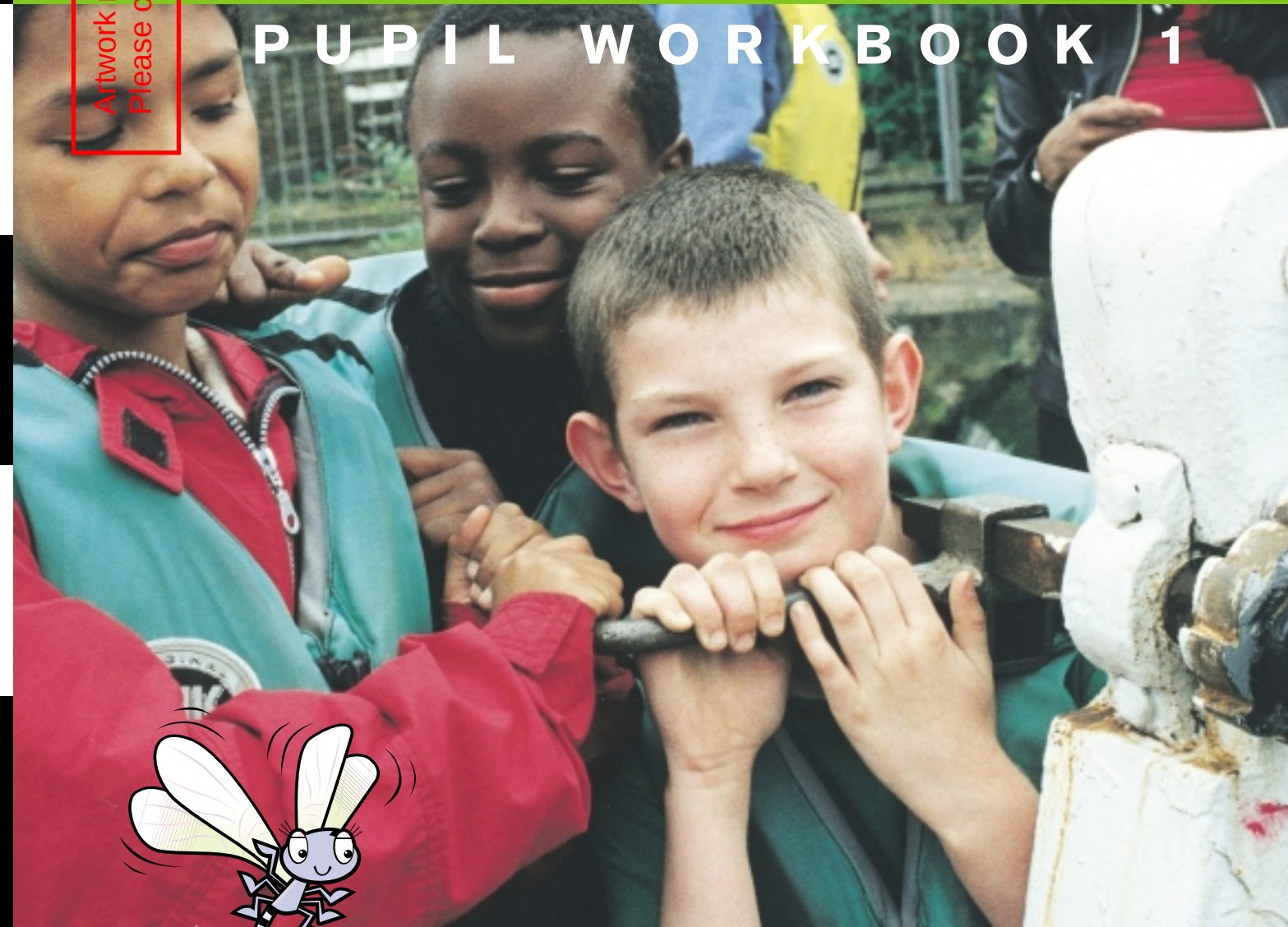


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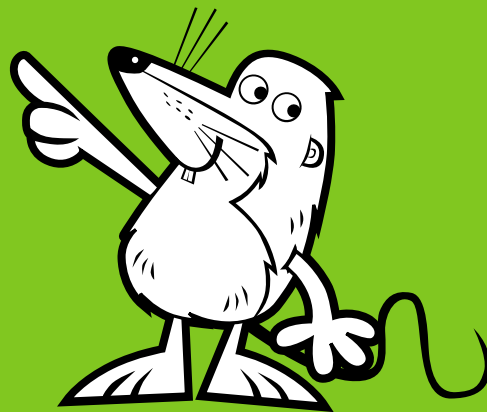
LET'S MAKE A MAP

PUPIL WORKBOOK 1



WHAT YOU'RE GOING TO FIND OUT.

What makes your stretch of canal special? You're going to find out and then make a map of what you've seen. This means measuring and recording as many different bits of the canal as possible - buildings, bridges, locks, the towpath and lots more!

**WHAT WILL YOU NEED?**

- identification poster 1
- this pupil workbook
- pencil, rubber
- tape measure (for when you get back to school)

Activity 1: Start looking

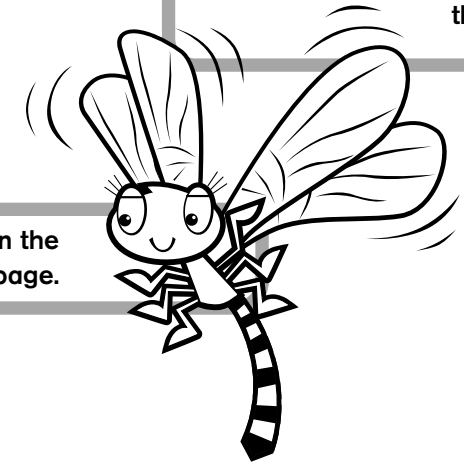


- ① Divide into two or three teams, each with at least two people and an adult. One person is going to be The Recorder. If that's you, you'll need to carry this Guide with you. The others will be The Measurers.
- ② The Measurer in the first team walks 100 big steps along the canal and stops. The Recorder marks the beginning and end of the 100 steps with a bit of chalk on the towpath (if it's too grassy, find something else to mark – like a wall). That is your team's section.
- ③ The other teams measure out their 100 paces.
- ④ Now read through the form (on the next page). Write your name at the top of the form.
- ⑤ As soon as you see something that's listed on the form, tick it. Also mark whether the thing is on the towpath side or the canal side.

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"It's sometimes a good idea if a team chooses one person to be The Recorder. Everyone else are The Measurers who do the looking, finding and measuring. If you decide everyone should be their own Recorder, ask your teacher to photocopy this pupil workbook."

If you find something that's NOT listed add it on the row marked "other" on the next page.

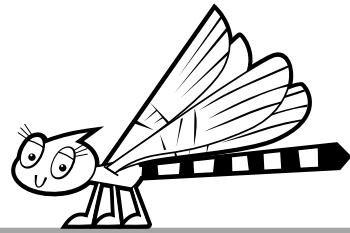


- ⑥ The identification poster will help you. It has pictures of all the things to look out for, so you'll know what they look like.
- ⑦ Measure everything in paces. Write the number in the box below, in the column called "How long is it".
- ⑧ How far is the feature you've found from the start of your section of canal? Measure the distance in paces. When you come to a feature stop counting. Write down the number of paces in the end column. Now do the same thing for all the other features in your section.

**Turn onto the next page to
record all your information**

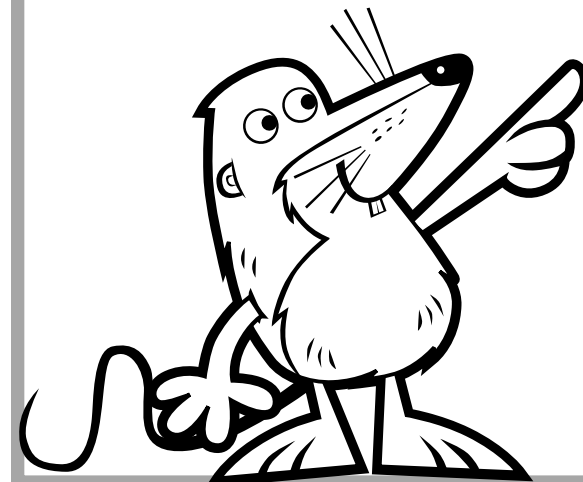


NAME:_____



FEATURE	SYMBOL	Can you see it?		On the towpath	On the other side	How long is it?	How many paces is it from the start of your section?
		Yes	No				
hedges							
walls							
fences							
railings							
warehouses/ factories/offices							
houses and shops							
public houses							
bridges							
locks							
surfaced towpaths brick, paving, tarmac							
grass towpaths							
trodden earth towpaths							
ploughed fields for crops							
grass fields for animals							
woodlands							
gardens/allotments							
other: write what it is							

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Activity 2: Now let's make a map

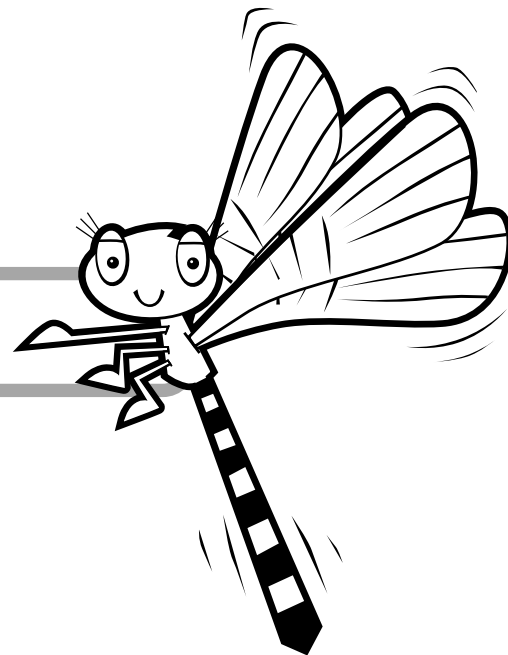


Now make a map of your stretch of canal using the information you've collected.

- ① Get back into your Canal Quest teams.
- ② Find the first thing on the list made by The Recorder. Is it on the towpath side or the opposite bank of the canal?
How many paces is it away from the start of your section? How long is it? Mark down both those measurements along the bottom of your map. Then draw the symbol for that feature between the two marks.
- ③ Do the same for all the other features on The Recorder's list.
- ④ Now work out how long your canal section is in metres. So far you have been measuring everything in paces, but now we need to be more accurate.
- ⑤ Get The Measurer who walked the 100 paces on the canal to walk 100 paces outside in your school playground. Measure the distance using a measuring tape. Read how long it is in metres and write this on your map.
- ⑥ It's time to add a grid reference to your map (ask your teacher to show you how).
- ⑦ Now put all the Canal Quest teams' maps together (in the correct order) and look! You've made one big map of all your class' stretch of canal!

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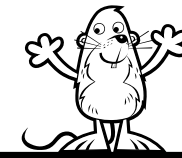
Just imagine you're looking down at the canal from a helicopter - maps are just pictures of the ground seen from above.



Let's make a map

TEAM NUMBER: _____

GRID REFERENCE: _____



OPPOSITE BANK

WATER CHANNEL

TOWPATH

WATER CHANNEL

TOWPATH

END

100

90

80

70

60

50

40

30

20

10

0

START